

# Eureka a Place for Discovery



'Eureka' A place for Discovery, Willenhall Education Employment and Training Centre, 239 Robin Hood Road, COVENTRY, CV3 3AN

<b>Inspection date</b>	27 September 2016
Previous inspection date	21 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team has taken effective action to address the recommendations from the last inspection. Recent changes to the organisation of care, particularly for younger children, has had a positive effect in stimulating the children to be active learners.
- Managers and staff have high expectations of children. Accurate assessment means that each child's individual learning plan is based on their starting points and focused to provide activities to develop the children's full potential. Any gaps in children's progress is quickly identified and addressed by skilled staff.
- Managers have secure systems for monitoring the quality of teaching so that all children can become active and successful learners.
- The management team has established strong links with professionals and they seek early intervention and support for children and families. This improves children's opportunities to make the best possible progress in their learning.

### It is not yet outstanding because:

- Managers have yet to fully secure all staffs knowledge of recent changes to safeguarding matters, such as the indicators that children are at risk of being exposed to extreme ideas about right and wrong.
- Managers have yet to fully secure the views of parents and other professionals in driving improvement.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- extend all staffs knowledge of recent changes to safeguarding, to include identifying any indicators that children are at risk of exposure to extreme ideas about right and wrong.
- enhance the self-evaluation process, to ensure that the views of parents and other professionals contribute to children's education.

### Inspection activities

- The inspector spoke with staff and observed their interaction with children throughout the inspection.
- The inspector conducted a joint observation with the manager and deputy.
- The inspector spoke to parents and took account of their views.
- The inspector looked at a range of documentation, including records of progress, policies and procedures and evidence of suitability of staff working at the nursery.
- The inspector observed the quality and impact of teaching on children's learning both indoors and outside.

### Inspector

Yvonne Johnson, Early Years Regulatory Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the procedures to follow should they have a concern about a child in their care. Training in recent changes to safeguarding matters has taken place, although this is not yet fully embedded in practice. Effective recruitment and induction prepares staff for their role and responsibilities. There is a sharp focus on improving communication and language skills in the nursery. Effective monitoring and the development of staff skills and the quality of teaching, ensures that children receive intensive support to acquire the skills necessary in later learning. Managers' make good use of funding, to support children and families. As a result, children make good progress. The self-evaluation process is not yet taking account of the views of parents and other professionals to help identify key strengths and weaknesses to fully drive improvement.

### Quality of teaching, learning and assessment is good

Staff know the children they care for well. They undertake regular observation and assessment of the children and use this knowledge to implement individual learning plans for all children, based on their starting points on entry. They take immediate action when gaps are identified. This means that children make rapid improvement. Teaching is consistently good. Staff talk constantly to all children and engage with them at their level. Babies hear language throughout the day. Staff take great care in the environment to ensure they are visually and physically stimulated. Babies are encouraged to begin to make choices and can independently access low level beds when tired. Older children are encouraged to be active learners and staff allow time for them to think and respond during play. Children recall previous experiences during story time, which helps them make links to a planned trip the next day to a Harvest Festival at a local church.

### Personal development, behaviour and welfare are good

Most children are new to the setting or have recently moved rooms. Children are provided with clear, consistent, expectations and positive re-enforcement so that they acquire the skills to regulate their own behaviour. Children respond well to praise. Following a story time the children were keen to receive a 'good listening' reward of a sticker. Strategies have been quickly developed by the team to minimise any disruption in the group in a positive way. Positive relationships with parents enable staff to form close bonds with children and provide for their emotional security. Individual dietary requirements are met.

### Outcomes for children are good

Children who have English as an additional language are well supported in the nursery. Staff liaise with parents to support the children's initial settling in. Accurate assessments about the individual learning needs of children means that children make good progress in their learning. The strong focus on behaviour provides children with the necessary skills to become more engaged in activities through play, such as counting in number rhymes and developing a keen interest in books. Children experience numbers, shape and colour, throughout the environment.

## Setting details

<b>Unique reference number</b>	507692
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1074046
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	83
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Willenhall Community Forum Limited
<b>Registered person unique reference number</b>	RP521910
<b>Date of previous inspection</b>	21 February 2014
<b>Telephone number</b>	02476 308016

'EUREKA' A Place for Discovery was registered in 1997. It operates from the Willenhall Education, Employment and Training Centre in Coventry and is run by a voluntary sector organisation that is part of the Willenhall Community Forum. Care for early years children takes place in self-contained rooms within the premises. The provision serves the local community and surrounding areas. There is an enclosed outdoor play area. The provision operates Monday to Friday, all year round, from 8am to 5.30pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 94 children who are within the Early Years Foundation Stage (EYFS). The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are 25 members of staff employed to work directly with the children and all hold early years qualifications. The manager and four other staff are qualified at level 7, one member of staff has completed EYT training and is awaiting the results, two staff are qualified at level 5, 14 are qualified at level 3 and two at level 2. Two staff are working towards a qualification.

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